DOCUMENT RESUME

ED 134 039 FL 008 363

TITLE Language Learning: An Open Door to the World.
INSTITUTION Pennsylvania State Dept. of Education, Harrisburg. Bureau of Curriculum Services.
PUB DATE 76
NOTE 14p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Bilingual Education; Career Planning; Elementary Secondary Education; *English (Second Language); Evaluation Criteria; Humanistic Education; *Language Instruction; *Language Programs; Program Evaluation; Program Guides; Program Planning; *Second Language Learning; *State Curriculum Guides; Uncommonly Taught Languages

ABSTRACT

This position paper states that it is the responsibility of Pennsylvania's Department of Education to make foreign language (FL) study part of the core curriculum and to develop well-articulated programs that make mastery of a foreign language possible for every student, in order to prepare him to meet the challenge of today's complex society. In summarizing the value of FL study for today's student, the following recommendations are made: (1) FL study is best begun in elementary grades, via audiolingual methods; (2) English as a Second Language should be included in the curriculum for non-English-speaking children; (3) bilingual education should be included in the curriculum where one language or dialect group is sufficiently represented; and (4) non-Western as well as Western languages should be considered for inclusion. The second part of the paper presents a continuum and evaluative criteria intended to help school districts plan, implement, and evaluate their FL programs, from Kindergarten through Grade 12. (AM)

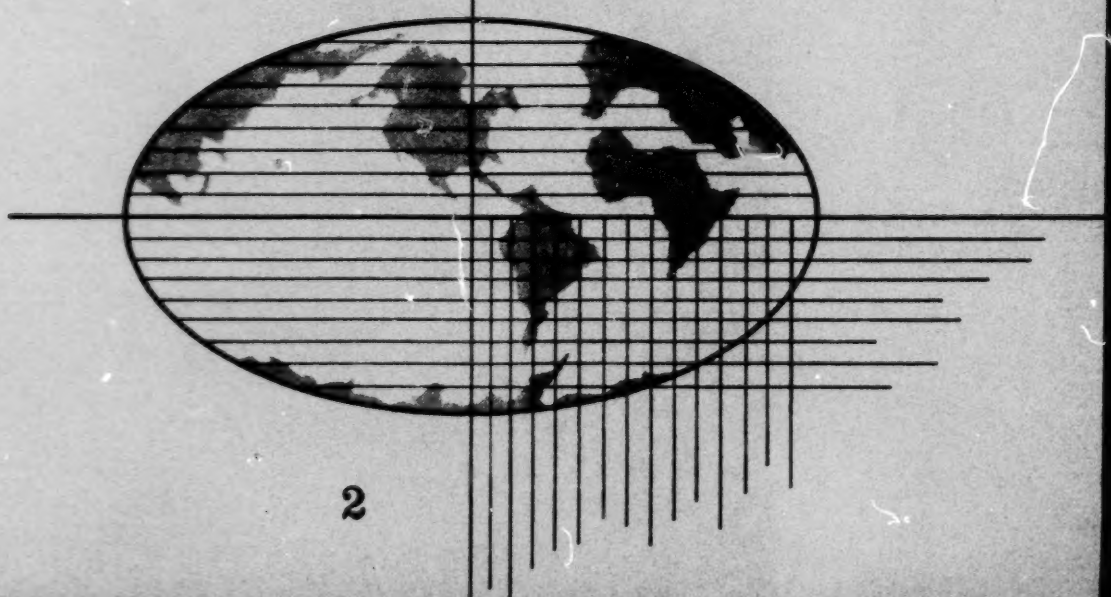
****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED134039

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

Language Learning: An Open Door to the World



2

FL008363

Language Learning: An Open Door to the World

A Position Paper

Toward Making
Foreign Language Learning
A Meaningful and
Practical Experience

Pennsylvania Department of Education 1976

Commonwealth of Pennsylvania
Milton J. Shapp, *Governor*

Department of Education
John C. Pittenger, *Secretary*

Office of Basic Education
Frank S. Manchester, *Commissioner*
Harry K. Gerlach, *Deputy Commissioner*

Bureau of Curriculum Services
Irvin T. Edgar, *Acting Director*

Division of Arts and Humanities
Russell P. Getz, *Chief*

Pennsylvania Department of Education
Box 911
Harrisburg, PA 17126

TABLE OF CONTENTS

Rationale 1

Programs 2

Bilingual/Bicultural/English as a Second Language Programs 2

Careers 3

Suggested Continuum for Modern Foreign Language Instruction 4

Evaluative Criteria for Foreign Language Instruction 5

- Organization
- Nature of Offerings
- Physical Facilities
- Direction of Learning
  - Instructional Staff
  - Instructional Activities
  - Instructional Materials
  - Evaluation

Outcomes 8

Prepared by:
Language Program
Division of Arts and Humanities
Bureau of Curriculum Services
Pennsylvania Department of Education
Box 911
Harrisburg, Pennsylvania 17126

Rationale

It is the responsibility of Pennsylvania schools to prepare the children and youth of the Commonwealth for the contemporary, complex, multicultural, multilingual world. Technological advances have made it imperative that we learn to communicate successfully with peoples of other lands in their own languages if we are to have peaceful and profitable international relations. One of Pennsylvania's Ten Goals of Quality Education is to "help every child acquire understanding and appreciation of persons belonging to other social, cultural and ethnic groups." One of the best ways to achieve this goal is through a knowledge of the languages of other people.

It is clearly the responsibility of the schools to help students become informed, concerned citizens capable of communicating with others and meeting the challenges of today's society. The time is long overdue for making the study of foreign languages an integral part of the core curriculum on an interdisciplinary basis. Parents, administrators, teachers and the community should be involved in implementing such a program.

Competency in another language will make students more appreciative of their own human value and that of other peoples, past and present. Latin, classical Greek and ancient Hebrew not only tell students about the cultures and languages of the past, but also show the relationships among many modern languages and lifestyles. Many of our presentday customs have roots in these ancient civilizations. Moreover, the study of foreign languages will help students develop self-confidence and a feeling of accomplishment as well as gain insight into their own language.

Competency in a second language is much more than just another method of communication. Because language is the most fundamental expression of a culture, command of a foreign language offers an insight into the world of the native speakers that cannot be attained in any other way.

In the past, foreign language study has been considered a frill designed only for the intellectually talented, college-bound student. Now it is time to redefine our concept of foreign language study and its place in the curriculum. For every child who wants to be a well-rounded, well-informed human being living in the space age, the study of foreign languages must become a basic tool. We must develop new programs; we must enrich and expand our offerings to motivate all students; we must establish well-articulated, sequentially developed programs that enable all our students to master at least one foreign language.

Programs

Schools must offer foreign language study that is practical, meaningful and enjoyable to students of all levels of ability, interest and motivation.

It is best to introduce foreign language learning in the elementary grades to take advantge of young children's natural propensity to imitate accurately and without inhibition the sounds and structures of a second language. To develop proficiency, students need to continue studying the same language on a daily basis at least through the end of secondary school. Some students may even elect to begin studying a second foreign language after they have thoroughly acquired basic skills in the first.

The initial approach to language learning should be audio-lingual and should lead to the development of listening, speaking, reading and writing skills. Diversification could take the form of minicourses, individualized learning, independent study, multilevel classes, interdisciplinary organization and teaching of content areas in the foreign languages. Classes must be paced according to ability and designed to meet varying interests.

Just as changing times demand that all students be given the opportunity to study a foreign language, so world affairs make it imperative that the offerings include Asian, African and Eastern European languages in addition to those from Western Europe commonly taught in our schools. How much better it would be if we could discuss oil in Arabic, wheat in Russian and radios in Japanese without the services of an interpreter. How much better we might handle foreign policy if we could understand the language, policies and culture of the foreign country.

Bilingual/Bicultural/English as a Second Language Programs

According to school district reports, there are about 15,000 non-English dominant students in Pennsylvania schools; 58 different languages and dialects are represented. To insure equal educational opportunities for these children, instruction in English as a second language must be provided. Wherever possible, where there are twenty or more children in a language category, bilingual education with instruction in the child's native language should also be included in the curriculum. A full bilingual program will include classes for English-speaking children in the native language of their non-English dominant peers and cross-cultural instruction for both groups.

The advantages of bilingual education over the English-oriented program (English as a Second Language) are obvious. From the viewpoint of the non-English dominant children, bilingual education will allow them to perform better, to have pride in themselves and to feel more secure in their own language. From the viewpoint of the English speakers, it will allow them to learn another language more effectively because they have the opportunity to practice daily with native speakers of the language.

In addition to these benefits, bilingual education has decreased the number of dropouts; more non-English dominant children complete high school and go on to some type of post-secondary education; reading first in a native language facilitates reading in a second language; and, conversely, learning another language helps students learn more about their own language.

Careers

Today's society is mobile and many people will be working in existing and emerging occupations that require competency in a foreign language. In business, industry, government and labor, large numbers of skill jobs and professions require different degrees of language competency above the minimal level. Tourism, foreign trade, diplomatic and consular corps, banking, social service at home and abroad, personnel work, journalism, insurance, advertising, accounting and construction are areas of opportunity.

Teaching a foreign language, therefore, can no longer be considered the sole occupational goal of the person with foreign language proficiency. Knowledge of a second language is an asset students can add to their marketable skills. This combination can open up other avenues of employment and will often make the difference in securing a job. The value of second language instruction should be emphasized in the career education studies conducted by school districts. This emphasis should increase interest in foreign language study.

The preceding pages of this position paper summarize briefly the value of foreign language study for children who will be adults in the latter part of the 20th century and the beginning of the 21st. Today we are actively involved with other nations throughout the world. We need to be able to talk with our neighbors in their languages as well as our own to assure them that we respect them as human beings. We therefore encourage persons responsible for developing curriculum in the educational institutions of the Commonwealth to make foreign language learning a part of the daily life of <u>all</u> students.

The following continuum and evaluative criteria will help school districts plan, implement and evaluate their foreign language programs. Realizing that all areas may not be possible immediately, we suggest that the material may be adapted to the needs of local school districts as they move to update their programs.

Continuum For Modern Foreign Language Instruction

K-2:
- Development of comprehension and oral use of basic speech patterns until their control is automatic.
- Development of habits of correct pronunciation, inflection, intonation and stress.
- Encouragement of multisensory (sight, sound) imagery through the use of simple audiovisual aids (e.g. charts, pictures, flannel boards, songs, etc.) within the abilities of this age group.
- Inclusion of basic cultural concepts.

3-5:
- Continuing emphasis on the objectives of the previous level.
- Expansion of skills to include additional basic speech patterns.
- A gradual introduction to the skills of reading and writing. The reading and writing should be controlled to encompass material mastered audio-lingually.
- Development of an appreciation of similarities among the cultures of the world rather than emphasis on the quaint and unique.

6-8:
- Continued concentration on the audio-lingual approach.
- Introduction of functional grammar.
- Reading and writing of what the student has mastered through listening comprehension and speaking.
- Development of an understanding of language as an aspect of cultural behavior as well as a means of communication among peoples.

9-10:
- Continued development of audio-lingual skills.
- Encouragement of spontaneous oral use of language in increasingly complex situations.
- Provision of opportunities to read and write what students have learned to understand and to speak.
- Extensive development of reading skills.
- Analysis of the structural elements of language patterns.
- Extension of cultural studies.

11-12:
- Introduction to the fusion of the four skills (understanding, speaking, reading and writing) by free discussion of readings and formal reports.
- Review of drills to expand the students' knowledge of the patterns and structural forms of the language.
- Development of the skill of reading as a means of obtaining information and as a source of enjoyment.
- Development of reading as an introduction to the native literature and as expansion of cultural insights.
- Encouragement to progress from imitative writing to controlled creative writing in the target language.
- Use of minicourses to delve into areas of interest.

Evaluative Criteria

For Foreign Language Instruction

Organization

1. Foreign language courses are available to all students.
2. Staff members acquainted with foreign language education provide counseling to assist students in their placement in foreign language courses.
3. Aptitude tests are used to better provide for individual differences, not to screen potential students out of courses.
4. Especially capable students are permitted to study more than one foreign language. No students are disqualified from continuing study except by their own option.
5. Students have the opportunity to take at least a four-year sequence in a foreign language.
6. Programs are planned to avoid a gap between the end of foreign language study in high school and its continuation in college.
7. Special programs are provided for students who begin the study of a foreign language in elementary school and continue its study in secondary school.
8. A foreign language coordinator or a department chairperson provides supervisory assistance and has time allotted specifically for departmental activities.
9. The language program of the high school is an integrated part of the language program of all the schools in the district.
10. There is attention given to the attrition rate in foreign language courses.
11. All foreign language teachers are involved in the development of the foreign language curriculum.
12. Class size is limited to permit daily oral activity.
13. There is carefully articulated language program from elementary through senior high school.
14. Students in the counseling program are provided with orientation prior to initial study. (Exploratory language activities are not suggested for this purpose).

Nature of Offerings

1. Introductory courses emphasize orientation to elementary phases of foreign language study.
2. Socio-semantic comparisons include reference to social life and cultures of people who speak the foreign language.
3. Comparisons of languages and cultures are consciously noted and related whenever possible to international conditions.
4. Emphasis in all language activities is on language as a method of communication.
5. Reading activities teach cultural values and content as they develop reading skills.
6. Materials are selected according to the interests and abilities of students with care for articulation from level to level.

7. Appropriate literary selections are included as part of the courses.
8. Bilingual backgrounds of students are recognized in planning language offerings.
9. The system of materials used in teaching leads to the development of the four skills in the following sequence: listening, speaking, reading and writing.
10. The language program uses a variety of materials on tape and in print to provide for individual differences that occur in any class.
11. An alternative advanced placement program is introduced only after the students have had four years of intensive audio-lingual training in the language, when there is a well-qualified language teacher with near-native competency.
12. Language laboratory experience is provided on a regular schedule correlated with classroom instruction.

Physical Facilities

1. The foreign language classroom is appropriately decorated to identify it with the language and culture taught in it.
2. Language classrooms are equipped for effective use of instructional media.
3. Shelf space is provided in each classroom for storage of books, tapes, magazines and other instructional materials.
4. Filing equipment is provided.
5. A display area is provided for exhibit materials.
6. Audiovisual equipment (film projectors, filmstrip-slide projectors, overhead projectors, tape recorders and record players) is provided for the exclusive use of the language department. New technology is provided as developed.
7. Bulletin boards and chalkboards are provided.
8. The language classroom is acoustically treated.
9. Language laboratory facilities are provided.
10. Language classrooms and facilities are located adjacent to each other in a quiet area of the school.
11. The regular budget provides for service and maintenance (maintenance contract) of equipment.

Direction of Learning - Instructional Staff

All members of the foreign language staff:

1. Have an authentic oral command of the foreign language they are teaching.
2. Are proficient in pronunciation and intonation of the foreign language they are teaching.
3. Are proficient in reading and writing the foreign language they are teaching.
4. Are familiar with the history, literature and customs of the people who are using or have used the language.
5. Have an understanding of linguistic differences between English and the target language.
6. Have an understanding of similarities and differences between cultures.
7. Have studied for an extended period of time in a country where the language is or once was used commonly.

8. Have lived in a country where the language is or once was used commonly.
9. Have had preparation in current methods of teaching foreign language.
10. Keep up with recent developments in the teaching of foreign languages through professional reading.
11. Continue in-service training or participate in activities designed to improve their foreign language teaching.
12. Assist the librarian in the selection of foreign language reading materials.
13. Cooperate with exchange teachers and students adjusting to the school.
14. Participate in professional foreign language associatons and attend their meetings.
15. Properly select and use integrated and supplementary materials.
16. Elicit maximum student participation and hold the interest of students.
17. Welcome feedback.
18. Use visual and electronic teaching aids.
19. Plan lessons and units with a variety of activities and economic use of time.
20. Know that good rapport between student and teacher is conducive to foreign language learning.
21. Are properly certified.
22. Are aware of the services provided by the foreign language consultants in the Pennsylvania Department of Education.
23. Are familiar with the availability of materials and resources.

Direction of Learning - Instructional Activities

1. Clearly formulated objectives for the teaching of the four skills in a meaningful cultural context have been developed.
2. Instructional practices reflect the objectives of foreign language teaching at all levels of instruction.
3. There is evidence of careful planning and preparation for instruction.
4. Needs and interests of the students are taken into account through individualized instruction, minicourses, independent study, multilevel classes, interdisciplinary organization and teaching of content areas in the foreign languages.
5. Instruction reflects maximum use of the target language by pupils and teachers.
6. Emphasis is on the meaning of words in context rather than isolated words and meanings.
7. There is an intense effort to make the language program more practical, contemporary and relevant to everyday life.
8. There is maximum use of the foreign language resources in the community.
9. Correspondence and tape exchanges with students in the foreign country are encouraged.
10. Audiovisual materials are used.
11. Students are encouraged to attend summer foreign language camps.
12. Students are encouraged to participate in foreign study travel programs.
13. Cocurricular activities (clubs, assemblies, drama, films, folk-dancing, out-of-school field experiences) are sponsored.

Direction of Learning - Instructional Materials

1. Basic materials such as teachers' guides, tapes, visual aids, texts, workbooks, tests and individual take-home recordings.
2. Supplementary listening and reading materials providing for differences in abilities, interests and achievement levels of the students.
3. Periodicals, newspapers, dictionaries and encyclopedias geared to the age levels and interests of the students.
4. Maps and travel literature about the foreign country and advertisements used in the foreign country to sell products and services.
5. Posters, postcards, craft materials, calendars, samples of foreign money and products, and other realia.
6. Phonograph and tape recordings, transparencies, filmstrips, slides, films, pictures, photographs, flash cards and situation posters.
7. Books in English dealing with the country whose language is being learned.
8. Teacher-prepared foreign language curriculum guides.
9. Professional reference materials for teachers.

Direction of Learning - Evaluation

1. Evaluation is an integral part of instruction.
2. The primary objectives of evaluation are to identify and diagnose problems and to guide instruction.
3. Pupil achievement in every facet of instruction is evaluated.
4. Thorough instruction precedes all evaluation.
5. The purpose of each evaluative activity is clear to pupils and teachers.
6. Evaluative activities simulate authentic situations which approximate life situations.
7. Evaluative activities are conducted daily but are not always formal tests.
8. The four language skills are evaluated in proportion to the emphasis they receive in instruction.
9. Evaluative techniques reflect instructional procedures.
10. Instructional procedures and evaluative techniques are similar in degree of difficulty.
11. A variety of evaluative techniques is used.
12. Students have the opportunity to evaluate their own work and that of other students.
13. Achievement of students in subsequent high school and college language courses is used in the evaluation of the total language program.
14. Appropriate standardized tests are used.

Outcomes

1. To what degree do students understand the foreign language when it is spoken?
2. To what degree do students speak the foreign language?
3. To what degree do students read and understand the foreign language without reference to their native language?

4. How well do students write in the foreign language what they can express orally?
5. To what extent do students show an interest in and appreciation of the cultures of the people whose language is studied?

These criteria were adapted from criteria developed by the National Council of State Supervisors of Foreign Languages.

Foreign Language Program Staff:

Fannetta N. Gordon, Senior Language Education Adviser
David T. Chestnut, Foreign Language Education Adviser
Robert Dobroski, Classical Language Education Adviser
Louisette Logan, Foreign Language Education Adviser
Alicia Ebright, Bilingual Education Adviser